

**Non-Traditional Instruction Program
Application for Returning Districts
2015-2016**

KRS 158.070 Section 9:

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(d) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have an alternative instruction plan approved by the commissioner of education for the use of alternative methods of instruction, including virtual learning, on days when the school district is closed for health or safety reasons, on nontraditional days, or on nontraditional time. The district's plan shall demonstrate how teaching and learning in the district will not be negatively impacted. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

District

Jessamine

Date

4/22/15

Please complete the following questions as completely as possible. Expand the text boxes as necessary. Definitions can be found at the end of the question section.

- 1.** Based on experiences implementing a Non-Traditional Instruction plan in 2014-2015, what will the district change in order to improve the program for all its stakeholders (students, teachers, administrators, parents, community members, etc.) and grow in rigor and efficacy?

We plan to make improvements to the Jessamine County Schools' Non-traditional Instruction plans for 2015-16. Based on stakeholder input gathered recently, we will make changes in three broad areas: 1. Procedures and guidelines, 2. Access to technology, and 3. Utilizing childcare settings.

Procedure and Guidelines After the pilot year, we see the need to implement some district-level procedures and strengthen guidelines across the district. Our stakeholders requested that practices be more uniform across similar schools (e.g., elementary, middle, high). In response, we plan to develop district-wide guidelines for grading and evaluating student work, number and length of assignments, work completion deadlines, and incentives for work completion. In addition, we will have district-wide procedures and expectations for staff time on NTI days.

Access to Technology After evaluating our NTI initiative for 2014-15, we believe we had too many students completing work in traditional formats. One of our goals for next year, is to

make district technology more accessible to students without their own devices. In 2015-16, each school will have a check-out system in place so that students can take home school-owned devices if necessary. Schools will also provide off-line versions of assignments (e.g., thumb drives, CDs) to students without internet access at home, but have access to a device.

Childcare Settings One oversight we plan to capitalize on next school year is using daycare settings, including our own after-school program, to assist with student work completion. We did not communicate with organized daycare facilities adequately enough this past year. Next year, we plan to partner with them to ensure their workers are prepared to help our students complete NTI work while at daycare on days school is not in session.

2. What method will the district use to ensure the learning on Non-Traditional Instruction days parallels the learning on regular instruction days?

Stakeholder input let us know three improvements we could make to our NTI program that would help learning on NTI days mirror learning on regular instruction days. **First**, in 2015-16, all content area classes will have work assignments on NTI days. This past year, some schools chose to focus on reading and math. **Second**, NTI assignments will include the learning targets or objectives and standard(s) so that students and families can readily identify the intended learning for each assignment. **Third**, NTI assignments will be designed so that they more closely match current classroom work. Next year, teachers will develop NTI assignments for different points in the year. For example, teachers will develop five assignments for January, five for February, and five for March that align with content for those months as designated on curriculum maps. This approach will require more frequent planning and will more than likely mean some assignments will not be used; however, we think any assignments actually used will be more meaningful to students and therefore produce better learning.

3. a. Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

As we implemented our NTI initiative in 2014-15, special education teachers developed modified versions of assignments to accommodate students with disabilities. These modifications occurred for students in both collaboration and resource room settings. In addition, low-incidence teachers developed assignments appropriate for their students.

Now that we have completed the pilot year, we will address NTI planning during ARC meetings and IEP development. Not only will ARCs plan for academic needs, but ARC members will also plan for therapeutic and other related services. With time for planning during the ARC meeting, student needs will be intentionally addressed on NTI days.

- b. Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

We have ELL and G/T teachers assigned to each school in the district. These teachers will plan assignments for their students that mirror what students work on during a regular day. On NTI days, ELL and G/T students will work on modified assignments, assignments with extensions, or assignments specifically designed for their learning needs. ELL students in particular will have assignments that reinforce language acquisition. For both ELL and G/T, the work students complete on NTI days will align with requirements spelled out in PSPs and GSSPs.

4. In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

Stakeholder feedback indicates that communication was one of the strengths of the pilot year. We plan to continue our communication efforts as implemented this year with some additional improvements suggested by stakeholders. First, we will use more upfront communication. We will have district-wide communication pieces ready for parent and student handbooks and back-to-school orientation events.

Our new district-wide procedures and guidelines mentioned in Question #1 will address communication avenues that schools will use. This past year, some of our schools received positive feedback about their communication, and we want to replicate those efforts across the district. Examples of communication tools that stakeholders cited include, school (not district) Facebook pages, Remind 101, email lists, and text blasts.

Stakeholder input also tells us some topics that need to be addressed in information that is communicated. Some frequently mentioned topics that we plan to address more clearly include grading and evaluating policies, due dates, make-up opportunities, and clearer directions on assignments.

Definitions

ARC

An Admissions and Release Committee (ARC) is a group of individuals described in [707 KAR 1:320, Section 3](#), that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.

GSSP

A Gifted Student Services Plan is an educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment. (Kentucky Department of Education)

IEP

An Individual Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#).

Non-Traditional Instruction Plan

A Non-Traditional Instruction Plan is the process the district will use to deliver instruction outside the traditional methods of delivery/mode, time, and setting on school days that have been cancelled due to weather or other reasons. The purpose of the Non-Traditional Instruction Plana is to maintain academic continuity and reduce student learning loss..

PSP

A Program Services Plan is an educational plan for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. (Kentucky Department of Education)

Stakeholders

Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups. (Great Schools Partnership)

SWD

A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

We certify that this application was reviewed and approved by the _____
(school district)

Board of Education at a regular meeting of the Board on _____
(date)

Superintendent Date

Local Board of Education Chair Date

Terry Holliday, Commissioner of Education Date

Application Deadline: May 15, 2015

Please download this application and return the completed form, including required signatures (scan completed document as a PDF file) to beth.peterson@education.ky.gov or mail to:

Beth Peterson
KDE - Division of Innovation and Partner Engagement
8th Floor CPT
500 Mero St.
Frankfort, KY 40601